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ABSTRACT

The final report of the Manitoba (Canada) Conference on Multiculturalism in the School Curriculum, held in 1984, recommends that the Department of Education and the school boards develop clear policies on multicultural education that reflect the needs of the province and the local communities. The department and the school boards should work together in developing and implementing these programs and in insuring that parents and ethnocultural organizations are active participants. Staffing should reflect the ethnocultural diversity of the Province, and research is needed to identify directions for effective planning and programs. Regular multicultural/intercultural inservice programs for educators should be provided and such courses should be compulsory in university teacher education programs, with sufficient funding provided by the department. Special certification of heritage language teachers certified abroad is needed. The department should set guidelines for including a multicultural component in all curriculum subject areas and levels and school board programs should reflect these guidelines. The department should also evaluate all educational materials for bias and stereotyping, develop guidelines for publishers, and commission materials when necessary. The establishment of a Multiculture Educational Resource Centre was endorsed. The report contains recommendations based on workshop reports, followed by comments from the reporting committee. Workshop reports are appended. (CG)

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FINAL REPORT

Manitoba Conference

Multiculturalism in the School Curriculum

May 25/26, 1984

US 024 846

FINAL REPORT

Manitoba Conference on Multiculturalism in the School Curriculum

September, 1984

Manitoba
Education

Manitoba Conference On Multiculturalism In The School Curriculum

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY: RECOMMENDATIONS

I. *MULTICULTURALISM: POLICY ISSUES*

For multiculturalism to be a reality in the province of Manitoba, the Department of Education and the school boards must have policies on multiculturalism. These policies should reflect the expectations of Manitobans, generally, and the ethnocultural communities, specifically.

1) The Department of Education should develop a clear and concise provincial policy on multicultural education.
2) The Department of Education must ensure that all school boards are informed of the provincial policy and work co-operatively with school boards, to assist them in the development of their respective policies and implementation strategies.
3) School boards should develop multicultural policies that are reflective of the needs of their communities. These policy statements should be accompanied by an action statement for implementation purposes.
4) School boards should review their hiring criteria to ensure that staffing reflects the ethnocultural diversity of our province.
5) The Department of Education and all school boards should guarantee the participation of parents and ethnocultural organizations in every aspect of the development and implementation of multicultural policies and programs.
6) Research must be undertaken to identify directions for effective planning and programming.

II. *TEACHER EDUCATION AND CERTIFICATION*

Teacher Education

In order for students to reach their academic potential and to experience growth and fulfillment in their culture, educators need a broad understanding of the role of culture in learning and they need approaches to deal with cultural issues in day to day teaching. Therefore:

1) School divisions, with the assistance of the Department of Education, must provide regular multicultural and intercultural inservice programs.
2) The faculties of education of the universities should require multicultural/intercultural courses to be a compulsory part of their teacher education programs.
3) The Department of Education should allot sufficient funds for multicultural inservice and pre-service programs.

Certification

4) The Department of Education should provide for special certification of heritage language teachers certified abroad. Special certification courses should be developed that would recognize previous training and would put emphasis on the trainees obtaining practical work experience within Canada.

III. CURRICULUM DEVELOPMENT

Curriculum

Ten of the nineteen recommendations submitted at the conference concerning curriculum, in one way or another, explicitly recommended that a multicultural thrust be visible throughout the whole school curriculum. Therefore:

1) The Department of Education, as the primary curriculum development body, has the responsibility to include a strong multicultural component in all curriculum subject areas and grade levels.
2) School board programs and practices should reflect the multicultural concepts as set out in the guidelines.
3) The Department of Education should re-evaluate school regulations governing religious exercises in respect of children who come from diverse socio-religious backgrounds.

IV. MATERIALS

Materials should present a balanced picture of all the ethnocultural communities, by avoiding biases, stereotyping, racial discrimination, and errors of omission and commission. Therefore:

1) The Department of Education should set criteria for the evaluation of all print and non-print material to ensure that the materials give a "true" picture of all ethnocultural groups. The eradication of biased and stereotypical materials, including errors of omission and commission, is a priority.
2) The Department of Education should develop multicultural guidelines to give direction to publishers and producers of educational materials.

3) Where there is a lack of suitable material, the Department of Education should commission the production of appropriate materials.

V. *RESOURCES*

The conference strongly endorsed the establishment of the Multiculture Educational Resource Centre, that will bring community and school resources together. Therefore, the Department of Education:

a) should actively promote the use of the Centre by the community and the school.
b) should ensure that the Multiculture Educational Resource Centre provides:
   - a catalogue of existing intercultural materials
   - a directory of community resources
   - a selection of recorded interviews and audio-visual presentations about the ethnic communities
   - a list of suggestions for field trips, camps, visits, and exchange programs to encourage intercultural understanding among inner-city, urban, and rural areas
   - a collection of appropriate materials which have been suggested by the ethnic community.

INTRODUCTION

Manitoba is one of the most active provinces in terms of multicultural initiatives. Education is an important element in multicultural policies and programs.

The Minister of Education, the Hon. Maureen Hemphill, sponsored two public conferences. The first conference, on heritage languages, in the spring of 1983, brought together representatives from supplementary schools, ethnocultural organizations and other community groups. This conference led to a series of events, including the formation of the Manitoba Association for the Promotion of Ancestral Languages (MAPAL), and provided guidance to the Manitoba government on the future direction of heritage language programs.

The second conference focussed on issues related to the integration of multicultural programs within the school curriculum. The conference, held in May of 1984, brought together representatives of the various ethnocultural communities and representatives from the public school system (Department of Education, school boards, MTS, CPRC, MASS, MAST, MFIS, etc.).

The committee hopes that this report will prove to be just as useful and important, in terms of setting future directions for multicultural education in Manitoba, as was the Heritage Language Conference in 1983.

RECOMMENDATIONS

(Based on Conference Workshop Reports)

I. *MULTICULTURALISM: POLICY ISSUES*

1. Multicultural Policies for the Public Schools

The conference highlighted the need for all school boards to consciously commit themselves to adopting multicultural policies and programs. In other words, they should identify priorities and establish a sense of direction for implementing multicultural education.

Recommendations:

1.1 School boards should develop and implement comprehensive policies on multicultural education. These policies should be consistent with the provincial policy for multicultural education and should be developed in concert with representatives from the school board, school administration, teachers and members of the ethnocultural community.

1.2 The Department of Education and school boards should develop hiring criteria and survey instruments to ensure that their staff are representative of the ethnocultural communities they serve.

1.3 The Department of Education should devise a mechanism to ensure that all school divisions implement multicultural policies and programs, and that such programs not be limited to ethnic food sharing and folk dancing only.

1.4 Federal and provincial governments must protect the rights of all Canadians to maintain and develop their cultures. They should develop imaginative educational programs to communicate their commitment to protecting these rights and to promoting greater awareness, understanding and empathy of all Canadians to our multicultural society.

2. Community Involvement

Five of the ten recommendations dealt with giving parents, ethnocultural organizations and other groups a greater role in educational decision making. Schools, school boards, and the Department of Education should involve community groups in their policy setting and program development processes. The recommendations emphasize the need for schools and educators to consult and share with community organizations, their programs, curriculum development and facilities.

Recommendations:

2.1 The Department of Education and school boards should communicate and consult with parents, senior citizens, and ethnocultural organizations and other groups so as to improve communication between teachers and parents of all ethnocultural communities, to develop and implement multicultural initiatives, and to use the special expertise possessed by the community to enhance school programs.

2.2 The Department of Education and other government departments should fund organizations interested in promoting multiculturalism within the public schools. Community resource development is essential for cultural groups:

- to ensure that appropriate materials and textbooks are made available or are developed by the communities themselves in cooperation with other agencies.
- to hold community development workshops for resource volunteers so that they can effectively share their knowledge and experience.
- to support the efforts of the classroom teacher in implementing multicultural education in day to day teaching situations.

3. Other Issues

Though the conference and recommendations tended to focus on two areas, curriculum and implementation, other concerns were raised. Recommendations in this section stress the need for greater public awareness of multiculturalism. Perhaps emphasis should be put on utilizing existing or already available means of communication.

Concern was also expressed throughout the conference of the attitudes and approach to multiculturalism by those in the public educational system. Many feel that the implementation of cross-cultural or intercultural education requires more of a change in approach rather than in programs.

Recommendations:

3.1 The Department of Education should undertake a systematic and thorough assessment of the staff attitudes towards multiculturalism within the Department of Education, the school divisions, including administration and teachers, as well as the attitudes of legislators with a view to creating a positive multicultural environment throughout the entire school system in this province.

3.2 The Department of Education should review funding for student exchanges to enhance multiculturalism.

3.3 "Education Manitoba", a publication of the Department of Education, should have a multiculturalism section relating to programming and events in the different schools.

II. TEACHER TRAINING AND CERTIFICATION

1. Teacher Training

Recommendations dealing with the issue of teacher education and inservicing were listed as being the first priority seven (7) times and as the second priority nine (9) times. Thus, it is clearly indicated that much more has to be done in terms of teacher education and inservicing. This is especially true in terms of the Faculty of Education. Twelve (12) of the twenty (20) recommendations made on teacher education indicated a need for multicultural or intercultural programs to be compulsory courses at the faculties of education.

The concern is that, in general, teachers are not sensitive, or have little empathy for the needs and concerns of ethnocultural groups. In addition, there exists the perception that this is even more evident in the approach taken with regards to relatively new immigrant groups, as well as, visible minorities.

The inservicing of teachers is of vital importance because the educational system is presently only accepting a small number of new teachers. Thus, though the long term goal may be to ensure that <u>all</u> teachers have a good background in multicultural issues at the university level, the short term objective must focus on inservicing and continuing education courses for teachers already working in the system.

Recommendations:

(17) 1.1 The Department of Education and school divisions should make multiculturalism a priority in inservice training and professional development at the school, divisional and provincial levels.

1.2 The Manitoba Teachers' Society should ensure that it emphasize multiculturalism in its professional development program and develop in the teaching profession a greater sensitivity and awareness of the multicultural reality and a content that should be integrated into the curriculum in all subject areas.

1.3 Continuing education courses should be available to teachers already in the teaching profession. These should be provided on an ongoing basis. Emphasis should be placed on teachers of history, social studies, and language arts programs.

The faculties of education have a responsibility to promote multiculturalism as an integral part of the training of teachers.

Recommendations:

1.4 Courses on multiculturalism or intercultural issues must be a compulsory part of teacher education programs at all Faculties of Education.

1.5 Multicultural issues and intercultural content should be visible throughout other university courses offered as part of the teacher education program.

Recommendations:

1.6 The Department of Education should play a leading role in the organization of multicultural professional developement sessions for teachers. The Department of Education should ensure proper funding is available:

a. for the inservicing of teachers on multicultural issues.
b. for the development of pre-service and inservice programs for heritage language teachers or other individuals concerned with heritage language education.

(2) 1.7 Every conference involving educators (superintendents, trustees, principals, teachers) should have a portion devoted to multiculturalism.

(1) 1.8 Regional conferences should be held to complement inservice programs. These should involve students as well as teachers.

2. Certification

The issue of teacher certification for heritage language teachers and teachers having training abroad continues to be of some concern. On one hand, the community wants to ensure that the best "qualified" heritage language teacher is employed. This may mean that that person is not certified to teach in Manitoba. On the other hand, some are concerned with the provision which allows individuals to obtain a permit to teach a specific subject. In any case, neither side is happy with the present situation, and the recommendations made highlight this state of affairs.

The problem is then to find a means of getting teachers, trained abroad, certification in Manitoba. The solution to this problem is not an easy one and may require innovative arrangements being made.

Recommendations:

2.1 The Department of Education should allow qualified heritage language teachers from their respective countries of origin to instruct their heritage language in the public school system. Qualified is outlined in terms of language fluency, personal philosophy and language teaching skills.

2.2 The Manitoba Department of Education must take a very serious look at the policy and process of certification of heritage language teachers. The Letter of Permit is neither adequate nor sufficient. It does not recognize formally or informally the talent, experience, training and potential of the teacher. A heritage language teacher qualified in her/his own country should not be required to take a full four years of Teacher Education. Thus, the Department of Education, faculties of education and agencies should consider the following alternatives:

a. For an immigrant teacher, the Department of Education should have an internship period of five months to become strictly and solely a certified language teacher.
b. The Department of Education, in conjunction with the Faculty of Education, should establish a one year program for new immigrant teachers who are certified in their country of origin to be given a provisional certificate on completion of the one year program.

2.3 The school division, through their school boards, should do an exhaustive search for Manitoba certified and qualifed heritage language teachers to be hired to teach heritage languages.

III. CURRICULUM DEVELOPMENT

1. Curriculum

Conference participants indicated a major interest in the curriculum of the public school system. Nineteen, of the ninety possible, conference recommendations dealt with curriculum. Of these nineteen, ten explicitly recommended that a multicultural thrust and content be visible throughout the whole school curriculum.

Special concern was expressed with regards to the issue of implementation. Many were concerned that though one could devise a curriculum which emphasized intercultural and multicultural content, it would not guarantee its actual use in the schools. Thus, there is a need for a committee to ensure that a multicultural curriculum is developed and implemented.

The place and role of heritage languages within the public school system continues to be a matter of concern. Recommendations dealing with heritage language education tended to imply that heritage languages were being dealt with in an unfriendly fashion, and to focus on a means of protecting the rights of the children to learn a heritage language within the normal school day.

The basic message from the conference is that a means must be found to implement multiculturalism across the curriculum. Therefore, the development and use of suitable curriculum materials and resources is essential to the implementation process.

(10) 1.1 In view of the fact that minority cultures may be made to appear inferior by the dominant culture of the school, curricula should encourage children to develop an awareness and pride in their own cultural background and a respect for the cultural expressions of other cultural groups. It is recommended that:

a) all grade levels should address multicultural issues especially at the elementary level.
b) multicultural programs deal with prejudical and racially discriminatory practices and content, so that education is a positive experience for all children.
c) school boards accept responsibility for implementing multicultural programs and content.
d) heritage language programs address cross-cultural issues, thereby promoting positive attitudes towards other cultures.

(1) 1.2 A committee be struck that is responsible to the Minister of Education and whose prime role will be to integrate a multicultural component into regular education programs. This committee should include representation from the Faculty of Education and cultural organizations. The committee would then discuss and make recommendations on the character of courses relating to multicultural education.

(3) 1.3 The provincial government should provide funding for the establishment of multicultural curriculum implementation teams and for the sharing of costs incurred at the divisional level.

1.4 Heritage languages are an important part of the curriculum. The Department of Education should consider the following recommendations:

(1) a. That heritage language programs in public schools (the core language program) should be taught during the regular school hours and not after hours.
(1) b. That a child be allowed to take both basic French and a heritage language.
(1) c. That to solve the problem of timetabling, a multicultural subject should be introduced as an alternative to those students that are not taking the heritage language program.

(1) 1.5 Manitoba is composed of many different cultural and religious communities. The Department of Education should re-evaluate the schools' practices with respect to religious exercises in order to enhance the identity of children who come from diverse socio-religious backgrounds.

2. Materials

Although much has been done in identifying textbooks that deal with minority groups in a positive fashion in the last decade, it appears that much yet remains to be done. The recommendations reinforce the need for consultation and cooperation with the various communities to ensure that the content of textbooks and other materials meets the needs of the diverse cultures that make up Manitoba.

The recommendations dealt with the content and quality of print and non-print materials, implying:

A. That content should not be bias or prejudiced and stereotyping should be avoided.
B. That there is a need to ensure the development of materials that reflect Manitoba's and Canada's communities positively.

It is recommended:

2.1 That criteria for publishing and approval of textbooks be developed so as to eliminate bias.

2.2 That the Department of Education provide financial resources for teacher-produced multicultural materials and projects.

2.3 That the Department of Education become more active in the publication of multicultural materials in the official languages and/or heritage languages.

2.4 That ethnic writers should be given more of an opportunity to make their works "visible" throughout Canada.

2.5 That the Department of Education should found a Multicultural Textbook Development Centre, to produce multicultural texts for all social science subjects in elementary and secondary in consultation with the multicultural community.

2.6 That the schools and libraries re-evaluate their practice with respect to acquisition of print and non-print materials, so as to include such things as multilingual materials and ethnic newspapers. (This recommendation should be referred to MASLAVA for their immediate attention.)

2.7 That consultation with the ethnocultural community continue, as it is an essential contribution to its development.

2.8 That material be developed that reflects both visible and invisible minority cultures in a positive manner in order to combat stereotyping both in the social studies curriculum and other areas.

IV. RESOURCES

The recommendations implied a need for a central organizing and co-ordinating body for heritage languages and multicultural resources. The perception of many is that there exists quite a lot of suitable material. However, since there has been no coordinating body, each group or teacher may "keep on re-inventing the wheel" or excellent material is underused or not used at all.

The recommendations supported the objectives as proposed for the Multiculture Educational Resource Centre at the Department of Education. With its opening in September of 1984, it is conceivable that some of the needs identified by conference participants will be met.

(6) 1.1 It is recommended that the following should be available at the Multiculture Educational Resource Centre (MERC):

- a directory of community resources and places
- a selection of recorded interviews and slide presentations about the ethnic communities
- a list of suggestions for field trips, camps, visits, and exchange programs to encourage inter-culture understanding among inner-city, urban, and rural areas
- a collection of appropriate materials which have been suggested by the ethnic community as a whole and not only one representative
- a catalogue of existing intercultural materials.

(1) I.2 That one of the terms of reference of the Department of Education, MERC Advisory Committee, be to liaise on an ongoing basis with other members of the ethno-cultural community, to ensure meaningful input from the communities.

(2) I.3 That materials and programs available should be well publicized.

(1) I.4 That a heritage language resource committee, consisting of voluntary, knowledgeable individuals from each ethnic community be established to act as a community resource group for the heritage language programs in the public school system.

REPORTING COMMITTEE COMMENTS

REPORTING COMMITTEE COMMENTS

"OUR PERCEPTIONS ON MULTICULTURALISM"

INTRODUCTION

The process of preparing a final report on the conference was not an easy one. Often recommendations are not clearly expressed or lack an introduction that would assist the reader in understanding the basis for the recommendation. Yet one hesitates to "fiddle" with the recommendations too much for the fear that some may perceive it to be an attempt to control the views expressed.

Thus, the report committee endeavoured to try to be as true to the original wording, etc., as possible. However, the committee felt it would like to express its point of view or to clarify some of the recommendations. Thus, the following pages reflect the view of the committee and its perceptions on the conference.

RECOMMENDATIONS

Policy Issues

Conferences usually result in a fair number of recommendations being expressed and adopted. However, the inevitable question is how often are these recommendations considered by the various agencies and just how realistic or implementable are the recommendations?

The report committee agrees that policy statements are important as statements of intent and as symbols of commitment. However, policies without programs or plans for implementation are irrelevant. Thus, multicultural policies, whether they are from school boards or the Department of Education should lead to the following items;

a) Permanent consultative and implementation committees that are provided with the proper financial and administrative tools (power) to impact upon the system.
b) Staffing that is sensitive and aware of multiculturalism. School staff should reflect the diverse ethnic and visible minority composition of our society.
c) Adequate funding for programs is essential. This is true for both the Department of Education and school boards. The argument that one can not do anything unless there is an increase in funds is inadequate. Firm commitment may require re-priorization.
d) Representation from, and consultation with, ethnocultural organizations and communities in the development and implementation of policies and programs.

The development of a "provincial" approach to multiculturalism and its policies would be desirable. All to often, there is a tendency for one to try to "re-invent the wheel" and develop our policies or programs in isolation.

The Department of Education should see part of its role as being a facilitator with school boards trying to come to grips with the issue. Therefore, the provision of assistance by the Department of Education, via research papers and other information to school boards would be of great value to school boards developing multicultural policies and programs.

Teacher Training

When discussing the integration of multiculturalism into the school curriculum, there may be a tendency to focus on the development of materials. Or some will argue that there is no appropriate material available and as a result, nothing can be done. However, the report committee (and many conference participants) feel that the essential element is the teacher, not the materials. The development of teachers and resource personnel with the knowledge and capability to use the available resources is critical in the implementation of programs.

The emphasis for the next while should be to train teachers to be better multicultural teachers.

The Department of Education, school boards, Manitoba Teachers' Society, and other agencies should co-ordinate efforts to ensure maximum coverage and effect.

Certification of teachers having received training abroad, especially heritage language teachers, will continue to be an issue unless something is done in terms of a special development program. There were some recommendations that focussed on a one or two year program.

In principle, these programs may be the solution. However, care must be taken in the development of the programs to ensure proper access and facilities. The development of such a program operating from the Winnipeg Educational Centre may be the solution. The Winnipeg Educational Centre is well established in dealing with special needs groups. Thus, the Department of Education should consider this possibility.

The report committee recognizes that teachers have many demands placed on them and their time. In addition, they are not the only ones that have an impact on education. The emphasis on multicultural education must be done in a manner that does not overburden the teachers. School administrators must recognize their responsibility to facilitate and assist teachers in their professional development.

Curriculum

The committee spent much time discussing the issue of curriculum development and implementation with regards to multiculturalism. The availability and the development of resources was of special concern.

However, there are schools and teachers who totally ignore the issue. Thus, though one can ensure that curriculum guidelines indicate a multicultural component, it does not guarantee that multicultural education becomes a reality in the classroom. Therefore, the implementation of the multicultural curriculum becomes the critical factor in the curriculum process.

The development of implementation committees may address this issue. Success or failure of implementation will eventually be in the hands of school boards and administrators, for it is the school division that is the strongest influence in the implementation process. Thus, the school board's commitment will determine whether or not the programs become a reality.

Resources

The conference highlighted the need for a co-ordinating and central resource centre for heritage languages and multicultural education. The Multiculture Educational Resource Centre (MERC) in principle should address this need.

The short term and long term funding of MERC is of special concern and utmost importance. If government really wishes the centre to succeed, then it must ensure adequate financial support. The centre will succeed only if it has sufficient funds for its start up and continued existence and operation.

On the other hand, one has to be pragmatic and understand that the centre will not develop to its full potential overnight. The community must realize that its ongoing support and co-operation is essential for the development of the centre.

The bottom line is that the centre requires long term financial commitment by the government, as well as community support, for its success.

APPENDIX: WORKSHOP REPORTS

Manitoba Conference on Multiculturalism in the School Curriculum

May 25 & 26, 1984
Holiday Inn (Downtown)
Winnipeg, MB

SATURDAY MORNING SESSIONS RECOMMENDATIONS:

Theme A: Multicultural Materials for Classroom Use

Group 1

1. Teacher training: Faculty of Education (+ field experience)
   MTS - Professional Development in the field
   (a) Compulsory courses taught by people with expertise/experience
   (b) Teachers learn to use human resources (community) and not expect to be the only expert in their classroom.
2. Funding for awareness development program. Consensus that materials without a delivery system (teacher/school) are useless.
3. Community development/workshops for resource volunteers to share teaching skills so that they can enter the classroom environment and share their particular knowledge.

Group 2

1. Senior citizens should be used as resource people. Team work and cooperation should also be established among the Faculty of Education, ESL programs, Heritage programs, private language schools, community organizations, etc.
2. Multicultural education should be compulsory at the Faculty of Education and inservices and courses should be available for those teachers already in the workforce.
3. The following should be available at the Multicultural Resource Centre:
   - a directory of community resources and places
   - recorded interviews and slide presentations about the ethnic communities
   - a list of suggestions for field trips, camps, visits, and exchange programs to encourage intercultural understanding among inner-city, urban, and rural areas.
   - appropriate materials which have been suggested by the ethnic community as a whole and not only one representative.

Group 3

1. A coordination of resources now available and the development of a catalogue of these existing materials so they are accessible to all.
2. That the Department of Education become more active in the publication of multicultural materials in English and/or the heritage languages.
3. More emphasis in the Social Studies; and increased development of cross-cultural material for both visible and invisible minorities in order to combat stereotype development.

Theme B: Textbooks in a Multicultural Society

Group 4-5-6

1. That consultation in this area continue as it is an essential contribution to its development.
2. That Faculties of Education, Departments of Education, incorporate multiculturalism into their teacher training programs.
3. That communities develop textbook materials themselves.
4. That the Department of Education should found a Multicultural Textbook Development Centre, to produce multicultural texts for all social science subjects in elementary and high school (in consultation with the multicultural community).
5. Multicultural content should be included at an early age.
6. Ethnic writers should be given more opportunity to be "visible" throughout Canada (ie: their works)
7. That the development of multicultural materials be viewed not only from a regional perspective but that a national perspective of multiculturalism be developed.
8. That the prejudicial experience be separated from multiculturalism.
9. That criteria for publishing textbooks be developed so as to eliminate bias.

Theme C: Heritage Language Teachers and Multicultural Education

Group 7

1. The Manitoba Department of Education must take a very serious look at the policy and process of certification of heritage language teachers. The Letter of Permit is neither adequate nor sufficient. It does not recognize formally or informally the talent, experience, training and potential of the teacher. A heritage language teacher qualified in her/his own country should not be required to take full four years of Bachelor of Education.
2. For such a teacher, the Department of Education should rather have an internship period of five months to become strictly and solely a certified language teacher.
3. The school divisions through their school boards should do an exhaustive search for Manitoba certified and qualified heritage language teachers to be hired to teach heritage languages.

Group 8

1. The Department of Education should establish inter-culture curriculum committees.

2. To solve the problem of timetabling the schools, we suggest that when a heritage language program is being taught at a certain time, a multicultural subject should be introduced to the students as an alternative to those that are not taking the heritage language program.

3. The heritage language program in public schools (the core language program) should be taught during the regular school hours and not after hours.

Group 9

1. We recommend that qualified heritage language teachers from their respective countries of origin be allowed to instruct their heritage language in the public school system. We define qualified in terms of language fluency, personal philosophy and language teaching skills.

2. We recommend that the Department of Education provide financial resources for the development of pre-service and inservice programs for heritage language teachers or any other individuals, concerned with heritage language education.

3. We recommend that a Heritage Language Resource Committee, consisting of voluntary, knowledgeable individuals from different ethnic communities, be established to act as a community resource group for the heritage language programs in the public school system.

4. We recommend that the Department of Education, in partnership with the community and schools, should develop and implement appropriate resource curriculum, with the intent of increasing the multicultural component in the public school system.

Theme D: Integrating Multiculturalism into the Curriculum

Group 10-11

1. Incorporate multiculturalism in teacher training institutions. Inservices to complement this process and further it. Regional Conferences -- Student Conferences

2. Involve community, parents, students at all levels (grass roots level). Integrate these people with institutions. Involve lay people with Department of Education, trustees, administrators. --Special expertise and knowledge (not necessary rely on teachers).

3. Centralization, involvement, cooperation of all agencies, institutions. Enough philosophizing -- need action, techniques, etc.

4. Teacher hiring practices with reference to multiculturalism.

Group 12

1. Multiculturalism be given priority in inservice training and professional development:
   i) at the individual school level

ii) at the school division level
iii) at the departmental level
iv) at the provincial level

2. That the provincial government provide funding for the establishment of multicultural curriculum implementation teams and for implementation costs at the school division level.

3. The Faculties of Education have a responsibility to promote multiculturalism as an integral part of the training of teachers.

4. To re-evaluate the schools' practices with respect to their acquisition of print and non-print materials to include such things as multilingual materials and ethnic newspapers. This recommendation should be referred to MASLAVA for their immediate attention.

5. To re-evaluate the schools' practices with respect to religious exercises enhancing the identity of children who come from socio-religious backgrounds.

6. Heritage language programs/alternative language programs shall also include a multicultural component.

Theme E: Cultural Maintenance within the Curriculum

Group 13

1. The teaching of heritage language and culture should be implemented as part of the overall school curriculum taught during the normal school hours. This would put emphases on the language and culture in question and thus, increase the self-confidence and pride of the students.
2. That we have a compilation of literature and music print, non-print and cultural resources such as slides and films, and human resources.
3. That we look closely at pre-service and professional development of teachers in the area of multiculturalism. Also, that the Faculty of Education have a component on multiculturalism.

Group 14-15

1. Be it resolved that the Department of Education undertake a systematic and thorough assessment of the attitudes regarding multiculturalism of the staff of the (1) Department of Education, (2) the school divisions, (Administration), (3) teachers, (4) legislators with a view to creating remedial action in the entrie school system in this province.
   This recommendation is to be directed to:
   (1) Department of Education
   (2) All school divisions
   (3) Manitoba Teachers' Society
   (4) The Cabinet, especially Minister of Education; Culture, Heritage and Recreation
2. That teachers of social sciences (history, geography, Canadian studies, ethnic studies, language arts) be encouraged to update their skills by taking up a course in multiculturalism education at the university level- on a regular basis.
3. In view of the fact that almost unconsciously many cultures are denigrated by the dominant culture of the school.... Curricula should be developed (in all areas) to encourage children to maintain an awareness and pride in their own cultural background (whatever it might be) and a respect for the cultural cries of all other cultural groups.
4. That the Department of Education and/or school divisions survey their staff to determine the ethnic representation.
5. That strong affirmative action be implemented to ensure a good multicultural mix in staffing.

SATURDAY AFTERNOON SESSIONS RECOMMENDATIONS:

Theme A: The Role of the Teacher

Group 1

1. To establish a teacher training program for multiculturalism to include sensitization, content and methodology.
2. To create legislation requiring education for multiculturalism for all Canadian students.
3. To establish resource centres that will facilitate:
   - a good collection of materials
   - development of materials
   - continuous professional development
4. Education in schools do not exist in a vacuum and therefore, we recommend that there be a public education program that will support the efforts of the teacher (eg. media, film, etc.)

Group 2

1. Massive pre-service and inservice programs should be implemented. Teacher training should provide multicultural education and workshops should be planned for other teachers.
2. Communication between teachers and parents must be improved. Teachers should ensure that parents are well informed about the activities that are going on.
3. Teachers have to be aware of and sensitive to the multicultural reality and the multicultural content that is being integrated.

Group 3

1. Through the office of the Minister of Education, made up of representatives of the Faculty of Education and representatives of cultural organizations, be discussed the character of courses relating to multicultural education for heritage language and mainstream courses for the purpose of integrating a multicultural component in the regular business education programs.
2. We recommend to the Faculty of Education that a cross-cultural component be incorporated to the student teaching practical.
3. Department of Education, in conjunction with the Faculty of Education, should establish a one year program for new immigrant teachers who are certified in their country of origin be given a provisional certificate on completion of one year program.

B: School and Community as Partners

Group 4-5-6

1. In order to promote all the provincial objectives for multicultural education in the school division:

   -- it is recommended that all school divisions in Manitoba develop a committee structure which provides for representation from the Board, school administration, teachers and members of the multicultural community.

2. The Department of Education, along with other government departments, develop a funding mechanism for community development thereby permitting cultural groups to better attain their objectives regarding multiculturalism.

3. That the development and implementation of multicultural programs being planned or in existence in school divisions be undertaken in consultation with the groups concerned.

C: Enhancing the Multicultural Climate of the School as a Whole

Group 7

1. Courses in multiculturalism must be part of teacher training and continuing education courses for present teachers must be implemented.

2. Every conference involving educators (superintendents, principals, teachers) should have a portion devoted to multiculturalism.

3. "Education Manitoba" should have a multiculturalism section relating to programming and events in the different schools.

Group 8-9

1. Each school division and schools within the division should be encouraged to develop a "Multiculturalism/Race Relation" policy monitored by the Department of Education.

2. Schools should ensure that each subject area have a multicultural component.

3. Department of Education should review funding for Student Exchanges to enhance multiculturalism.

Theme D: Multicultural Resources: Governments, School and Community

Group 10

1. Department should develop an inventory of multicultural materials.
2. Sensitize administrators, teachers, trustees about the availability and use of resource material in multiculturalism.
3. Financial support from the Department to outside agencies.

Group 11

1. Legitimization, Coordination, Utilization > of all resources
2. Inventory, Directory > available resources
3. Awareness of existing material by advertising. There needs to be follow up as to use of material.

Group 12

1. We recommend the government provide more funding towards the establishment and operational support of ethnocultural and cultural museums and historical societies in Manitoba.
2. We recommend that the Department of Education provide financial resources for teacher-produced multicultural materials and projects.
3. We recommend that one of the terms of reference of the Department of Education, MERC Advisory Board be to liaision an ongoing basis with other members of the ethnocultural communities, to ensure meaningful input from them.

Theme E: Implementing Multicultural Education in the School

Group 13

1. Multiculturalism be given priority in inservice training and professional development
   1) at the individual level
   2) at the school division level
   3) at the departmental level
   4) at the provincial level
2. The Faculties of Education have a responsibility to promote multiculturalism as an integral part of the training of teachers.

Group 14-15

1. That a child be allowed to take both basic French and a heritage language.
2. The implementation of multicultural education can only come about through integration within the curriculum.
3. That school boards assist ethnic groups to learn about their own ethnic background and that school boards implement curriculum for the purpose of ethnic groups to study each other.
4. Be it resolved that the Department of Education devise a mechanism to make sure that each school division implement multicultural education in their schools and that these mechanisms must not only be limited to ethnic activities such as food sharing and folk dancing.
5. To encourage the school divisions to develop comprehensive policies on multicultural education.
6. Encourage comprehensive professional development of all teachers for multicultural education.